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SPECIAL K-6 PROGRAMS

EDUCATIONAL TELEVISION SERIES 1967-68

Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue/Toronto 17

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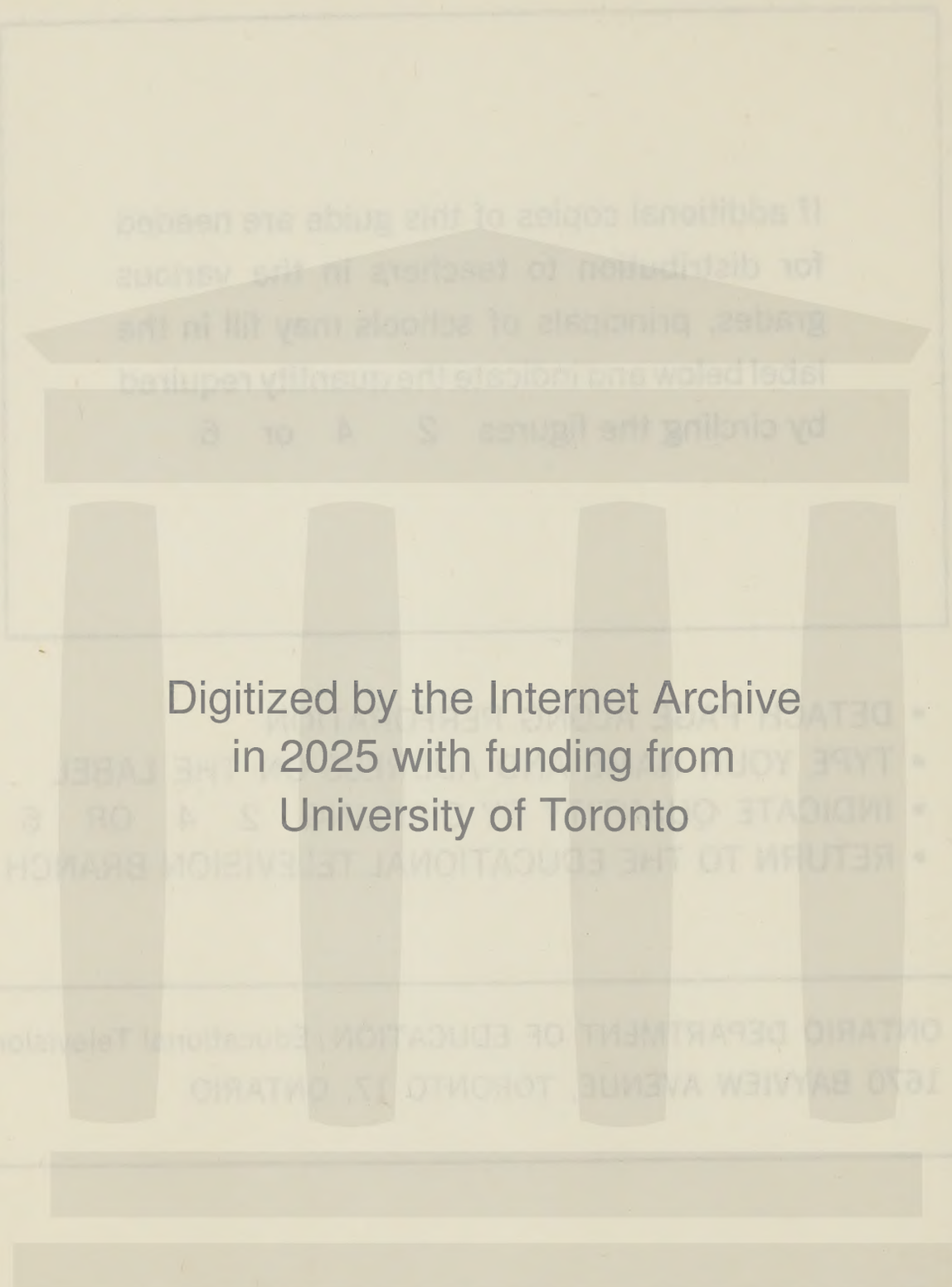

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SPECIAL K-6 PROGRAMS

These programs were produced by the Ottawa Public School Board and the British Broadcasting Corporation and are distributed through the Educational Television Branch, Ontario Department of Education

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Each page in this guide has been perforated for easy removal since you may wish to distribute copies to teachers of various grades for their class use. If more copies of this guide are needed, please fill in the order form on the preceding page.

SEED TRAVELLERS—Grades 1 and 2

1 program of 20 minutes for the primary grades
October 20—at 10:10 CBC network

INTRODUCTION

This program was originally produced by the Ottawa Public School Board for school telecasts. The teacher's assistance is required throughout the lesson through listening to and encouraging pupil responses. Time-lapse photography is used throughout to aid the children in discovering answers to seed growth and the movement of seed to a new location.

CONTENT

The program deals mainly with the growth of seeds and the story of how they travel.

The scenes are presented in the following sequence:

—introduction in a kitchen setting to establish that many seeds are found in the home and are used in food preparation . . . these include rice, poppy seeds, peanuts, walnuts and popcorn. Sunflower seeds, wheat and rice are introduced,

—examination of seeds to discover the fact that seeds vary in size. Fruits such as the peach, apple, grapefruit and melon are used,

—essential elements for seed growth. Two graphics for children to identify, (sun, water),

—experiment with beans to answer the problem, "What is a seed?" and to show seed growth,

—scenes of children planting and weeding a garden serve to pose the question, "How do weeds get into a garden?"

—wind travellers includes dandelion, milkweed, cottonwood tree, maple tree and pine tree,

—various types of burdocks are included in the section on hitch-hikers, while a squirrel illustrates that animals aid in seed travel.

SUGGESTED PRE-VIEWING ACTIVITIES

The children should have an opportunity to handle seeds before the telecast begins. A field trip to collect seeds might be made or children could be encouraged to make a collection of seeds to bring to school. The seeds could be sorted into different sizes, shapes and colours in the classroom to give the children a chance to note the wide variety of seeds which exist.

SUGGESTED POST-VIEWING ACTIVITIES

The seeds which were gathered before the telecast could now be grouped according to the method by which they travel. A field trip, of course, would be ideal since nature could become the laboratory for further study and verification of ideas presented in the telecast. Investigations which were shown on the television screen could be carried out in the classroom by the following experiments:

a. Examination of the embryo plant in a bean seed. *Materials: bean seeds, glass jar and water.*

Method: Place some bean seeds in a glass jar and add enough water to cover them. Observe the beans swelling over a one-day period. Separate several beans to see the tiny new plant with leaves and stem.

b. Observation of the emergence of the embryo plant from the seed. *Materials: bean seeds, glass jar, paper towels, sand or soil, water.*

Method: Insert the paper towel in a glass jar and fill the centre with sand.Moisten the contents of the jar. Put seeds between the glass and the paper towel. Observe the emergence of a root, stem and leaves from the seed. Note the directions of growth of the parts of the plant.

c. Observation of the effect of lack of sunlight on growth of the seedling plant. *Materials: milk cartons or other suitable containers, bean seeds, soil, water.*

Method: Place seeds just under the soil in the cartons. Moisten the soil. Place some cartons in the sunlight and others in a dark cupboard. Keep the soil moist. Observe the differences in colour of the seedling plants in the two locations. Note the effect of prolonged growth in a dark location.

d. Investigation of plants appearing in a garden soil. *Materials: milk cartons, garden soil, water.*

Method: Fill milk cartons with garden soil which does not appear to have plants growing in it. Moisten the soil and keep it moist. Watch for plant growth and try to discover the names of the little plants.

ANIMALS AROUND THE WORLD—Kindergarten and Grade 1

1 program of 20 minutes for the primary grades
October 27—at 10:10 CBC network

INTRODUCTION

This program was originally produced by the Ottawa Public School Board for school telecasts. Throughout the lesson the children are asked to look for certain information and to tell their teacher what they see. Time is given for a reply.

CONTENT

The program concentrates primarily on animal life in three areas of the world. Brief glimpses of animals in Canada are used to relate the action to Canada itself. The scenes are presented in the following order:

—A global introduction to Africa. A path is traced with a pointer from Canada, across the ocean, to the African continent.

—The life of the baboon in the African grasslands

—Scenes showing cows in the Canadian grasslands recall the child's attention to Canada from the previous global introduction and then to an island near the South Pole.

—The life of penguins on a rocky treeless island

—Scenes of polar bears in Canada's northland relate the child back to Canada and then through a global introduction to Australia.

—The life of the koala bear

—The conclusion

SUGGESTED PRE-VIEWING ACTIVITIES

The children should have an opportunity to gain some comprehension of the globe of the world. They should understand that we live on the Earth and that it is much like a round ball and is made up of land and water masses. In some places it is very cold and in others, very hot. Such things as collections of dolls of many lands, shoes of many lands, homes of many lands and, of course, animals will help to contribute geographic understanding concerning the various parts of the world.

SUGGESTED POST-VIEWING ACTIVITIES

Questions are presented during the telecast such as: "Why don't we have baboons on our grasslands in Canada?"

These will lead to a discovery about climate all over the world. Other animals such as the camel may be studied and added to the global picture. If interest is high in the classroom, the teacher may paste pictures on the globe itself of the animals which are studied.

PEOPLE OF MANY LANDS—Grades 4 to 6

A series of 5 programs of 20 minutes each for grades 5 and 6

INTRODUCTION

These programs were originally produced by the British Broadcasting Corporation for school telecasts. Most of the films were shot on location in Iceland, Switzerland, Australia, India and Nigeria.

CONTENT

The series deals with people who live in widely differing geographical settings. Some peoples have retained primitive ways of life and have little contact with the outside world. Others have a more mechanized and sophisticated mode of living. The programs are grouped so that rural life can be viewed in the tropics as well as in the more northerly regions.

The everyday work and life of the people shows how Man reflects the environment in which he lives. To a large extent climate and geographical location determine the use which Man makes of his environment in order to ensure a productive and fruitful life.

The emphasis is on the people and their children rather than on industries or economic activities, and the series also provides an excellent opportunity to study some geographical concepts as they relate to various parts of the world.

program one

November 3—at 10:10, repeated on Feb. 23 CBC network

SUMMER IN ICELAND

This program shows the great variety of natural scenery and farm life both in the southern and the northern parts of the island. A short visit is made to a fish factory where the preparation of fish for export is shown. The small island has many hot springs which the people have put to use for heating and cooking purposes. The school children in the long summer holidays are shown assisting the farmers in this thinly populated land.

program two

November 17—at 10:10, repeated March 1 CBC network

ALPINE VILLAGE

The film for this program was made in mid-winter in the small village of Oberiberg in central Switzerland. As well as scenes of normal village life, children will see wood cutting and the bringing down of logs from the icy mountainside, work in the saw mill, children at school, and the village cobbler at work. During the winter months, tourism is important even in the smallest villages and part of the film deals with the preparations for these seasonal visitors.

program three

December 1—at 10:10, repeated March 15 at 10:10 CBC network

CANE CUTTERS AND THEIR NEIGHBOURS

In this film from Australia, children will see the harvesting of sugar cane and work in the banana and pineapple farms with glimpses of the kind of lives led by the farmers and their families.

program four

December 8—at 10:10, repeated March 29 at 10:10 CBC network

LIFE IN AN INDIAN VILLAGE

This program describes a day in the life of Chandon Gobindgarh, a small village about two hundred miles northwest of Delhi. Here thirty Sikh families live and raise a few cattle and grow wheat, maize, cotton and vegetables.

program five

December 18—at 10:00, repeated April 26 at 10:10 CBC network

PEOPLE OF THE NIGER DELTA

The Niger Delta in southern Nigeria lies only a few degrees north of the Equator. This is an area of thick tropical jungle and impenetrable thickets. Beyond the area of the few towns, the delta people live simple lives in small palm-thatched villages built along the banks of rivers. Here they harvest a little raw rubber from the trees for market but they are mainly dependent upon fishing and the vegetables which they grow in their

forest clearings. Each family owns at least one canoe for transport since travel in the delta is entirely by water.

The film was made in and around these villages and besides normal village life, students will see the process of rubber tapping, fishing methods and cassava gathering.

SUGGESTED PRE-VIEWING ACTIVITIES

A wall map of the world might be displayed so that the country to be visited during the telecast could be pointed out. Children could then discuss ways in which life within each country might differ from life in Canada.

SUGGESTED POST-VIEWING ACTIVITIES

The class might be encouraged to discuss the people and their activities as shown in the programs, suggesting reasons for variations between their way of life and that of the Canadian children. The interest of the children could then be channeled into projects and activities related to the programs.

PIONEERS IN ONTARIO—Grades 2 and 3

A series of 3 programs of 20 minutes each for grades 2 and 3

INTRODUCTION

This series was originally prepared by the Ottawa School Board for school telecasts.

CONTENT

The programs are designed as an overall introduction to the various aspects of pioneer life in Ontario from 1830. Beginning with an isolated pioneer home in the wilderness and progressing to the founding of a pioneer community, emphasis is placed on the early settlers' way of life and the difficulties they encountered.

The series provides an excellent opportunity for children to evaluate and appreciate the contrasts of life in Ontario as we know it today and in the past.

program one

November 27—at 10:00 CBC network

This program deals mainly with an isolated pioneer family and the problems they meet in building a home in the wilderness. Scenes from the telecast demonstrate the following aspects of pioneer life:

—methods of arrival

—early types of homes and their construction

—difficulties encountered in building a home in the wilderness

—the interior of an early home

—the heavy chores done by the whole family both indoors and out

—the importance of a successful harvest to a pioneer family.

The following objects are displayed during the telecast:

—two pioneer toys: a hand made wooden dog and a corn husk doll

—three wooden items: a cheese knife, a wooden bowl and a wooden butter paddle.

Emphasis is placed on the hard work which must be shared by all members of a family in order that the struggle for a home life shall be successful.

program two

December 4—at 10:00 CBC network

This program deals with pioneer life in the very early community. Scenes from the film show the following:

—additional methods of arrivals

—settlement in small community areas rather than the isolated home

—improvement in homes, both interior and exterior

—methods of working together to help each other in home building and with household chores

—more home chores and activities.

The following objects are displayed during the telecast:

—a butter churn

—a spinning wheel

—an iron kettle

—trivets

—a candle mold

—a steam iron.

Emphasis is placed on the need for having neighbours and on ways in which they help each other.

program three

December 11—at 10:00 CBC network

This program shows life in the more settled pioneer community as it grows in size and importance. Scenes from the film show the following:

—arrival in the community by stagecoach

—the importance of the inn, not only for travellers but as a gathering place for parties and gaiety

—the general store as a source of pleasure and community visiting

—transportation by horse and buggy as the most common method of travel for short distances

—church is held in various homes for members of the community

—methods of education and their stages of improvement.

The following objects are displayed during the telecast:

—a pioneer doll dressed in clothes of the period

—high button shoes

—a lady's fan

—early school slate and book.

Emphasis is placed on the improvement in homes, clothes and transportation.

SUGGESTED PRE-VIEWING ACTIVITIES

The children might wish to make a chart and list the ways in which we live today under such heading as "homes", "transportation", "clothing", and "food".

They could watch the program and make a comparative list to show how pioneer life differed from today.

A map of Ontario may be displayed in order to locate some of the areas that the pioneers originally settled.

SUGGESTED POST-VIEWING ACTIVITIES

The children may be interested in doing some of the following:

a. building a model of a pioneer home, inn or general store (suggested material to be used: popsicle sticks)

b. painting a mural depicting an aspect of pioneer life

c. creating a simple play to enact the arrival of a pioneer family in Ontario

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MATHEMATICS—Grades 1 and 2

A series of 3 programs of 20 minutes each for grades 2 and 3

INTRODUCTION

This series of programs on measurement was prepared by the Ottawa School Board for school telecasts.

CONTENT

The programs serve as an introduction to the idea of measurement by comparison. The idea of a standard measurement is *not* discussed, since measurements made by using a standard unit may have little meaning to children in this age group because his notions of space do not lend themselves to objective comparisons. To a child, the way to school may be shorter than the way home, because on the way to school he is in a hurry, while he has time to stop and play on the way home.

Each program deals with an aspect of measurement by comparison. In the first program, objects are measured in terms of height, length and weight. Graphs are introduced in the second program, so that the children have another method of comparing groups of objects and recording their results. The final program demon-

strates how time can be measured and compared through the use of familiar materials such as sand and water.

program one

February 9—at 9:50 CBC network

In this program four methods of measuring are introduced:

—measuring and comparing objects using our eyes

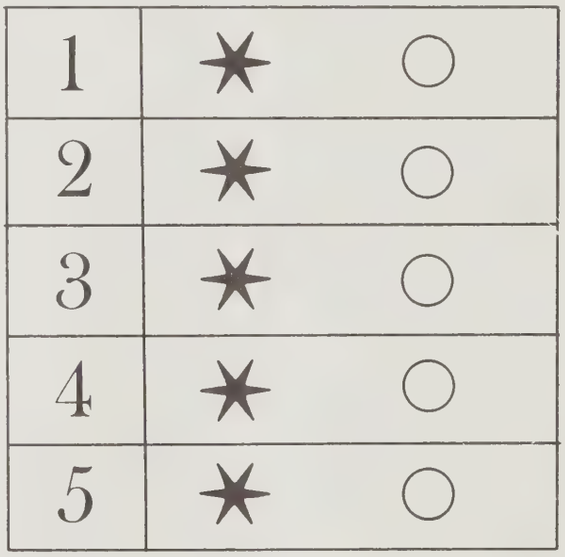
—measuring and comparing objects by moving them close together to be sure that our eye-view is correct

—measuring and comparing objects by using some unit, such as a pencil or a crayon

—measuring and comparing objects by weight using a balance scale.

There will be five questions from the television teacher and it is suggested that the teacher might give a copy of the following sample sheet to each child. In each question, the pupils will be asked to underline either the star or the circle, according to which they think is the correct answer:

The program concludes with the idea that some unit of measurement can be used to measure by comparison. This has been deliberately left as an open problem, since it is hoped that the teacher will continue to work with the class on non-standard unit methods, of measuring until the natural conclusion arises that if we all want to obtain the same measure, then we must all use the same-sized unit.



program two

March 8—at 10:10 CBC network

This program deals with methods of comparing items according to how many items there are in a group by assembling them on a graph.

For purposes of this program, it is recommended that the pupils be provided with the following materials:

—two groups of 12 coloured circles about 1½ inches in diameter

—three groups of colored squares about 1½ inches square (about 12 in each of the first two groups and 6 in the third group)

—an empty graph sheet to suit the size of the suggested squares. The following is an example of a graph sheet:

The children will be asked by the television teacher to record groups of animals and points on three basic solids on their graphs. It does not matter whether the children put their disks on the graph in the same manner as the television illustrations as long as they produce the same "picture-story" as their final result.

program three

April 5—at 9:50 CBC network

This is mainly a general look at the methods of telling time through the ages. The program attempts to emphasis that telling time is a "measuring by comparison" process. The following ideas are presented in the telecast:

—Several thought-provoking questions are posed to enable the children to think of time as a comparison between how long it takes them to do something and how long it takes someone else to do the same thing.

—Mention is made of the importance of the sun and the moon to early man as an aid to telling time.

—The following methods of comparing the passing of time are discussed:

a. use of sun dials

b. sand and hour glasses

c. water clocks and fire clocks.

—Use is made of sand as a method of measuring time.

—A brief film segment shows how two children decide to measure time.

SUGGESTED POST-VIEWING ACTIVITIES

a. Work areas in the classroom could be set up with jars of various sizes and assorted objects to fill them. Boxes of different shapes and sizes could also be used.

b. A simple balance scale could be made using a two-foot stick, string, two small wooden disks or boxes, so that the children could compare the weights of small items.

c. The children may use various items such as string, pencil, pen or shoe laces to measure and compare various things in the classroom.

d. The children could make simple graphs to compare various groups of objects. A simple sand timer could be made using two paper funnels and fine sand.

e. The class could make a primitive water clock by using a large bowl and then placing a smaller plastic bowl in it with a small hole in it. (This clock is shown during the program.)

TRANSPORTATION AROUND THE WORLD—Grade 3

1 program of 20 minutes for grades 3 and 4
March 1—at 9:50 CBC network

INTRODUCTION

This program was prepared by the Ottawa Public School Board for school telecasts.

CONTENT

It illustrates how Man overcomes various natural barriers as he attempts to move about the world. This theme is visualized by the following scenes which are presented in sequence:

—The film opens with traffic shots of Japan, London, Rome, and Paris. This opening shows that problems or obstacles facing one country are often shared by others.

—While watching the film the children are asked to identify natural barriers affecting transportation. These barriers are: deserts, forests or jungles, water.

—Natural barriers are located on a world map. The problem is posed as to how these barriers have been overcome. The question is divided into two parts: First we see how solutions were found within a country. Vast distances have been overcome by trucks, cars and train transport. Mountains have been pierced by tunnels for roads and railway tracks and rivers have been spanned by bridges. Second, we consider those solutions that have been found so that people and goods can travel between countries. The great oceans have been conquered by ships and aircraft.

—A visit to a desert city illustrates how modern and primitive forms of transportation operate side-by-side.

—Japan provides examples of new developments in transportation:

a. trains powered by electricity

b. hydrofoil—a water vehicle combining the features of a ship and an airplane

c. helicopters used in relaying traffic information and conditions and for patrolling by the police.

—A subway in Tokyo provides one solution to traffic congestion. The children are asked to think about the advantages of this system and to jot them down.

—The launching of rockets concludes the lesson.

SUGGESTED PRE-VIEWING ACTIVITIES

a. It is suggested that before viewing the lesson, you discuss the meaning of the term "natural barrier". This term is used frequently in the narration.

b. The children may wish to make a list of various types of transportation under such headings as land, water and air.

c. A map of the world might be displayed so that areas dealt with in the program could be pointed out.

SUGGESTED POST-VIEWING ACTIVITIES

a. A panel could be set up to discuss the questions raised in the lesson. The children may also discuss changes in our every day life which have been brought about by the automobile, the railway, and aircraft.

b. The children might wish to do a project on transportation in a particular country, noting the similarities and differences in relation to Canada.

c. Locate on a map five or six major cities around the world. How many are located on waterways? Have the children account for this.

d. Explore other new forms of transportation such as the hovercraft, and the mono-rail. How will these new methods benefit us?

FOR OPTIMUM VIEWING CONDITIONS

1. Review Teacher's Guide well in advance of each telecast.

2. Have the set on and adjusted, sound off, prior to telecast.

3. Assure student comfort
   - — located for best viewing
   - — no glare, reflection on screen
   - — room properly ventilated
   - — suggested materials ready
   - — within maximum of 20′ of the screen

4. Seat yourself where you can observe both the telecast and your students' reactions.

This diagram shows the suggested placement of the television set: